ಕರ್ನಾಟಕ ಸರ್ಕಾರ

ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಇಲಾಖೆ

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ಪಾಠ ಆಧಾರಿತ ಮೌಲ್ಯಾಂಕನ ಸಾಮಗ್ರಿ

2025-26

ವಿಷಯ: ಇಂಗ್ಲಿಷ್

ತರಗತಿ: 5ನೇ

ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ಇಲಾಖೆ,

ಬನಶಂಕರಿ 3ನೇ ಹಂತ, ಬೆಂಗಳೂರು-560085

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Unit 1 – Ice-Cream Man (Poem) & Wonderful Waste (Prose)

Learning Outcomes (LOs)

By the end of this unit, learners will be able to:

- Enjoy and appreciate a poem about summer and joy.
- Identify sensory words (taste, sight, smell).
- Retell and understand a prose story about resourcefulness.
- Build vocabulary related to food, flavours, and cooking.
- Answer factual (short) and inferential (extended) comprehension questions.
- Apply sequencing and reasoning.
- Recognize synonyms and antonyms.
- Create short descriptive and creative writing pieces.

A. Multiple Choice Questions (MCQs)

Poem – Ice-Cream Man (10 Qs)

1. Who is the main character of the poem?
   a) A milkman
   b) An ice-cream man
   c) A postman
   d) A shopkeeper

   👉 **Answer: b) An ice-cream man**

2. When does the ice-cream man usually come?
   a) Winter
   b) Summer
   c) Autumn
   d) Rainy season

   👉 **Answer: b) Summer**

3. What is the ice-cream cart compared to?
   a) Rainbow
   b) Flower garden
   c) Mountain
   d) Palace

   👉 **Answer: b) Flower garden**

4. The bottles in the cart are filled with:
   a) Milk
   b) Water
   c) Coloured drinks
   d) Fruits

   ☞ **Answer: c) Coloured drinks**

5. Children feel _______ when they see the ice-cream man.
   a) Sad
   b) Happy
   c) Angry
   d) Sleepy

   ☞ **Answer: b) Happy**

6. The poem describes which season?
   a) Winter
   b) Summer
   c) Rainy season
   d) Spring

   ☞ **Answer: b) Summer**

7. The poet uses the cart as a symbol of:
   a) Wealth
   b) Happiness
   c) Games
   d) Silence

   ☞ **Answer: b) Happiness**

8. Which words describe the ice-cream man's work?
   a) Hard and tiring
   b) Joyful and colourful
   c) Quiet and dull
   d) Lonely and boring

   ☞ **Answer: b) Joyful and colourful**

9. Who gathers around the ice-cream cart?
   a) Birds
   b) Children
   c) Adults
   d) Farmers

   ☞ **Answer: b) Children**

10. The mood of the poem is:
    a) Cheerful
    b) Sad
    c) Sleepy
    d) Angry

    ☞ **Answer: a) Cheerful**

Prose – Wonderful Waste (10 Qs)

1. Where did the story take place?
   a) Kerala
   b) Karnataka
   c) Gujarat
   d) Tamil Nadu

   ☞ **Answer: a) Kerala**

2. Who was the ruler in the story?
   a) The Queen of Travancore
   b) The King of Travancore
   c) A Maharaja from Mysore
   d) The Prime Minister

   ☞ **Answer: b) The King of Travancore**

3. What did the king order during the feast?
   a) Make more sweets
   b) Do not waste food
   c) Cook quickly
   d) Call more guests

   ☞ **Answer: b) Do not waste food**

4. What was going to be thrown away?
   a) Bread
   b) Vegetable peels
   c) Rice
   d) Fruits

   ☞ **Answer: b) Vegetable peels**

5. Who came up with an idea to use the peels?
   a) The king
   b) The queen
   c) The cook
   d) The minister

   ☞ **Answer: c) The cook**

6. What did the cook add to the peels?
   a) Sugar
   b) Water
   c) Spices
   d) Oil

   ☞ **Answer: c) Spices**

7. What did the cook prepare?
   a) Avial
   b) Sambar
   c) Rasam
   d) Upma

   ☞ **Answer: a) Avial**

8. How did the king feel after eating the dish?
   a) Sick
   b) Surprised and happy
   c) Angry
   d) Sad

   ☞ **Answer: b) Surprised and happy**

9. What quality of the cook is highlighted?
   a) Laziness
   b) Creativity
   c) Carelessness
   d) Anger

   ☞ **Answer: b) Creativity**

10. What is the main lesson of the story?
    a) Waste food when needed
    b) Creativity can turn waste into usefulness
    c) Always cook fast
    d) Do not eat vegetables

    ☞ **Answer: b) Creativity can turn waste into usefulness**

B. Fill in the Blanks

1. The _______ man brings joy in summer. → **Ice-cream**
2. The cart looks like a _______. → **flower garden**
3. Children feel _______ to see the ice-cream man. → **happy**
4. The story took place in _______. → **Kerala**

5. The king of Travancore ordered not to _______. → **waste food**
6. The cook used _______ peels to make a dish. → **vegetable**
7. The dish prepared was called _______. → **Avial**
8. The cook showed his _______. → **creativity**

C. True/False

1. The poem "Ice-Cream Man" is about winter. → **False**
2. The cart is compared to a flower garden. → **True**
3. The king of Travancore encouraged wasting food. → **False**
4. The cook was creative. → **True**
5. The dish Avial is still popular today. → **True**

D. Anagrams

1. MARECICE → **ICE-CREAM**
2. ROLOUC → **COLOUR**
3. CSPIE → **SPICE**
4. LEPS → **PEELS**
5. KCOO → **COOK**
6. LAVIA → **AVIAL**
7. GNIK → **KING**

E. Sequencing

Arrange the sentences in order:
A. The king ordered not to waste food.
B. The cook used vegetable peels.
C. He added spices.
D. The dish was named Avial.

👉 **Correct order: A → B → C → D**

F. Antonyms/Synonyms

1. Waste (antonym) → **Use**
2. Joy (synonym) → **Happiness**

3. Summer (antonym) → **Winter**
4. Creativity (synonym) → **Imagination**
5. Happy (antonym) → **Sad**

G. Theme-based Extras

- **Match the flavour to the colour:**
  - Mango → Yellow
  - Rose → Pink
  - Chocolate → Brown
  - Orange → Orange
- **Creative Writing (5–6 sentences):** Describe your favourite ice-cream and why you like it.
- **Activity:** List three food items in your house that can be reused instead of wasted.

H. Comprehension Questions

Short (2–3 sentences answers, 10 Qs)

1. Who is the ice-cream man and what does he sell?
   👉 He is a man who comes in summer with a cart and sells ice-cream and drinks.
2. How do the children feel when they see the ice-cream man?
   👉 They feel happy and excited.
3. What is the ice-cream cart compared to?
   👉 It is compared to a flower garden because of its colours.
4. Which season is shown in the poem?
   👉 Summer.
5. Where is the story "Wonderful Waste" set?
   👉 In Kerala, in the kingdom of Travancore.
6. Who ordered not to waste food?
   👉 The king of Travancore.
7. What was the cook about to throw away?
   👉 Vegetable peels.

8. What did the cook do with the peels?
   ☞ He added spices and cooked a dish.
9. What was the name of the dish?
   ☞ Avial.
10. How did the king react?
   ☞ He was happy and surprised at the taste.

Extended (5–6 sentences answers, 5 Qs)

1. Describe the scene when the ice-cream man comes in summer.
   ☞ The poem shows the joy of children when the ice-cream man arrives. His cart is colourful and looks like a flower garden. Children gather happily around him. The poet uses words of taste and colour. The scene is full of fun and excitement.
2. Why did the king order not to waste food?
   ☞ The king saw vegetable peels being thrown away during a feast. He believed wasting food was wrong. So, he ordered the cook not to waste any food. His wisdom led to a new dish. This shows his respect for resources.
3. How did the cook show his creativity?
   ☞ The cook used vegetable peels to make a dish. He cut them, added spices, and cooked carefully. Instead of waste, he made tasty food. His idea pleased the king. His creativity turned waste into something wonderful.
4. Explain the king's reaction after tasting the dish.
   ☞ The king was very surprised at the taste. He enjoyed it and praised the cook. He named the dish Avial. The king was proud of the creativity. His reaction shows he valued innovation and care.
5. What lesson does the story teach us?
   ☞ It teaches us not to waste food. Even peels can be turned into a dish. We should respect resources. Creativity can solve problems. The story highlights using food wisely.

I. Model Question Paper (15 Marks) – Unit 1

Section A – MCQs **(5 × 1 = 5)**

1. Who is the main character of the poem?
2. When does the ice-cream man usually come?
3. Where did the story "Wonderful Waste" take place?

4. What did the cook prepare from peels?
5. How did the king feel after tasting the dish?

Section B – Fill in the blanks (3 × 1 = 3)
6. The cart looks like a _______.
7. Vegetable _______ were used to make Avial.
8. The cook showed his _______.

Section C – True/False (2 × 0.5 = 1)
9. The poem “Ice-Cream Man” is about winter. ( )
10. The king encouraged wasting food. ( )

Section D – Anagrams (2 × 1 = 2)
11. LAVIA → _______
12. KCOO → _______

Section E – Sequencing (1 × 2 = 2)
13. Arrange in order: King ordered, Cook used peels, added spices, Dish named Avial.

Section F – Synonyms/Antonyms (2 × 1 = 2)
14. Synonym of “Creativity” → _______
15. Antonym of “Happy” → _______

Total = 15 Marks

Blueprint – Unit 2

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary	Easy
True/False	2	1	Understanding	Easy
Anagrams	2	2	Vocabulary, spelling	Medium
Sequencing	1	2	Logic, order	Difficult
Syn/Antonyms	2	2	Vocabulary	Medium
Total	—	15	Balanced coverage	—

Unit 2 – Teamwork (Poem) & Flying Together (Prose)

Learning Outcomes (LOs)

By the end of this unit, learners will be able to:

- Appreciate the value of **teamwork, unity, and cooperation** in poem and prose.
- Identify main ideas and supporting details in text.
- Build vocabulary related to **teamwork, unity, and nature**.
- Answer factual (short) and inferential (extended) comprehension questions.
- Apply sequencing and reasoning in events.
- Recognize synonyms and antonyms.
- Create short writing pieces on **working together**.

A. Multiple Choice Questions (MCQs)

Poem – Teamwork (10 Qs)

1. What does the poem "Teamwork" mainly talk about?
   a) Games
   b) Working together
   c) Fighting
   d) Reading alone

   ☞ **Answer: b) Working together**

2. What helps us achieve goals easily?
   a) Teamwork
   b) Fighting
   c) Sleeping
   d) Money

   ☞ **Answer: a) Teamwork**

3. In the poem, the joy is doubled when we:
   a) Work alone
   b) Work together
   c) Do nothing
   d) Fight with others

   ☞ **Answer: b) Work together**

4. What game is mentioned in the poem?
   a) Cricket
   b) Basketball

c) Football
d) Kabaddi

☞ **Answer: b) Basketball**

5. To score a basket, players must:
a) Work alone
b) Pass the ball
c) Shout loudly
d) Fight

☞ **Answer: b) Pass the ball**

6. The poem compares teamwork to:
a) A puzzle
b) A rainbow
c) A flower
d) A race

☞ **Answer: a) A puzzle**

7. What happens when each one does their part?
a) Work becomes harder
b) Work is completed successfully
c) People fight
d) Work is wasted

☞ **Answer: b) Work is completed successfully**

8. What feeling does the poem give?
a) Anger
b) Happiness
c) Sadness
d) Fear

☞ **Answer: b) Happiness**

9. The opposite of teamwork is:
a) Unity
b) Cooperation
c) Working alone
d) Friendship

☞ **Answer: c) Working alone**

10. What is the main lesson of the poem?
a) To play games
b) To live alone
c) To work together for success

d) To waste time

☞ **Answer: c) To work together for success**

Prose – Flying Together (10 Qs)

1. Where did the geese live?
   a) In a pond
   b) In a forest
   c) In a tall tree
   d) In a farm

   ☞ **Answer: c) In a tall tree**

2. Who warned the geese about danger?
   a) The hunter
   b) The wise old goose
   c) The children
   d) The wind

   ☞ **Answer: b) The wise old goose**

3. What did the wise goose see growing on the tree?
   a) Flowers
   b) A creeper
   c) Fruits
   d) A nest

   ☞ **Answer: b) A creeper**

4. What did the geese ignore?
   a) The hunter
   b) The advice of the wise goose
   c) Their food
   d) The nest

   ☞ **Answer: b) The advice of the wise goose**

5. Who came one day with a net?
   a) A farmer
   b) A hunter
   c) A bird catcher
   d) A fisherman

   ☞ **Answer: b) A hunter**

6. What did the hunter do with the net?
   a) Caught fish
   b) Caught the geese
   c) Played a game

d) Cut the tree

☞ **Answer: b) Caught the geese**

7. How did the geese escape?
   a) They cut the net
   b) They flew together
   c) They followed the wise goose's plan
   d) The hunter set them free

   ☞ **Answer: c) They followed the wise goose's plan**

8. What happened when the hunter came back?
   a) He found no geese
   b) He caught more birds
   c) He was happy
   d) He saw the geese sleeping

   ☞ **Answer: a) He found no geese**

9. What is the moral of the story?
   a) Ignore advice
   b) Teamwork and listening to wisdom save us
   c) Live alone
   d) Don't trust anyone

   ☞ **Answer: b) Teamwork and listening to wisdom save us**

10. Who saved the geese at last?
   a) The hunter
   b) The children
   c) The wise old goose
   d) The creeper

   ☞ **Answer: c) The wise old goose**

B. Fill in the Blanks

1. The poem "Teamwork" tells us about working _______. → **together**
2. Joy is _______ when shared. → **doubled**
3. In basketball, players must _______ the ball. → **pass**
4. Teamwork is like a _______. → **puzzle**
5. The geese lived in a tall _______. → **tree**
6. The wise old goose saw a _______ growing. → **creeper**

7. The geese were caught by a _______. → **hunter**
8. They escaped by following the _______ goose. → **wise**

C. True/False

1. Teamwork makes work easier. → **True**
2. The poem mentions the game of football. → **False**
3. The geese listened to the wise goose in the beginning. → **False**
4. The hunter trapped the geese in a net. → **True**
5. The geese escaped by teamwork. → **True**

D. Anagrams

1. MATEWROK → **TEAMWORK**
2. BTBSAKELAL → **BASKETBALL**
3. ERESCERP → **CREEPER**
4. SEOGO → **GOOSE**
5. TNHURE → **HUNTER**
6. CESAPE → **ESCAPE**
7. ZLPZUE → **PUZZLE**

E. Sequencing

Arrange in correct order (Flying Together):
A. The creeper grew on the tree.
B. The hunter came with a net.
C. The geese were trapped.
D. They escaped by teamwork.
☞ **Correct order: A → B → C → D**

F. Antonyms/Synonyms

1. Team (synonym) → **Group**
2. Alone (antonym) → **Together**
3. Wise (synonym) → **Intelligent**
4. Danger (antonym) → **Safety**

5. Joy (synonym) → **Happiness**

G. Theme-based Extras

- **Short Writing:** Write 5 sentences on why teamwork is important in school.
- **Activity:** Write 3 examples of teamwork from daily life.

H. Comprehension Questions

Short (2–3 sentences each, 10 Qs)

1. What is the main idea of the poem "Teamwork"?
   👉 The poem shows how working together helps us achieve success.
2. Which game is mentioned in the poem?
   👉 Basketball is mentioned in the poem.
3. What is teamwork compared to?
   👉 Teamwork is compared to a puzzle.
4. Who warned the geese about danger?
   👉 The wise old goose warned them.
5. What did the wise goose see?
   👉 He saw a creeper growing on the tree.
6. Why did the geese ignore the advice?
   👉 They thought the creeper was harmless.
7. Who trapped the geese?
   👉 The hunter trapped them with a net.
8. How did the geese escape?
   👉 They followed the wise goose's plan and flew together.
9. What did the hunter find next morning?
   👉 He found the net empty.
10. What is the moral of the story?
   👉 Teamwork and listening to wisdom help us in danger.

Extended (5–6 sentences each, 5 Qs)

1. Explain the message of the poem "Teamwork."
   👉 The poem highlights the joy and success that come from working together. It explains that tasks are easier and more fun when shared. The basketball

example shows how cooperation leads to goals. Teamwork is like a puzzle where each part is needed. The message is to value unity.

2. Describe the mistake made by the geese.

   👉 The wise goose warned them about the creeper. But the geese ignored him. They thought it was too small to harm them. Later, the creeper grew strong and helped the hunter climb. Their mistake was not listening to good advice.

3. How did the hunter trap the geese?

   👉 When the creeper was big, the hunter climbed the tree. He threw a net over the geese and trapped them. The geese could not fly. The hunter planned to take them away the next morning.

4. How did the geese escape from the net?

   👉 The wise goose told them to lie still until the hunter left. When the hunter went home, he asked them to rise together. All the geese flew up at the same time. The net broke free and they escaped safely.

5. What lesson do you learn from "Flying Together"?

   👉 The story teaches us to respect wise advice. Ignoring small problems can lead to big dangers. Teamwork can save us in difficult times. Listening to elders is important. The story highlights unity, wisdom, and cooperation.

I. Model Question Paper (15 Marks) – Unit 2

Section A – MCQs (5 × 1 = 5)

1. What is the main idea of the poem "Teamwork"?
2. Which game is mentioned in the poem?
3. Who warned the geese?
4. What did the hunter use to trap the geese?
5. How did the geese escape?

Section B – Fill in the blanks (3 × 1 = 3)

6. Teamwork is like a _______.
7. The geese lived in a tall _______.
8. The wise goose saw a _______.

Section C – True/False (2 × 0.5 = 1)

9. Teamwork makes work harder. ( )
10. The geese escaped by teamwork. ( )

Section D – Anagrams (2 × 1 = 2)
11. TNHURE → _______
12. MATEWROK → _______

Section E – Sequencing (1 × 2 = 2)
13. Arrange: Creeper grew, Hunter came, Geese trapped, Geese escaped.

Section F – Synonym/Antonym (2 × 1 = 2)
14. Synonym of "wise" → _______
15. Antonym of "alone" → _______

Total = 15 Marks

Blueprint – Unit 2

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary	Easy
True/False	2	1	Understanding	Easy
Anagrams	2	2	Vocabulary, spelling	Medium
Sequencing	1	2	Logical order	Hard
Syn/Antonyms	2	2	Vocabulary building	Medium
Total	—	15	Balanced coverage	—

Unit 3 – My Shadow (Poem) & Robinson Crusoe (Prose)

Learning Outcomes (LOs)

By the end of this unit, learners will be able to:

- Read and appreciate the poem “My Shadow” for its imagery and rhythm.
- Identify features of personification and imagination in poetry.
- Understand the prose story “Robinson Crusoe” as a survival tale.
- Build vocabulary related to **shadows, survival, and nature**.
- Answer factual (short) and inferential (extended) comprehension questions.
- Apply sequencing and reasoning to events.
- Recognize synonyms and antonyms.
- Create short writing pieces on **imagination and survival skills**.

A. Multiple Choice Questions (MCQs)

Poem – My Shadow (10 Qs)

1. Who wrote the poem “My Shadow”?
   a) Robert Frost
   b) R.L. Stevenson
   c) William Blake
   d) Sarojini Naidu

   ☞ **Answer: b) R.L. Stevenson**

2. Who follows the poet everywhere?
   a) His pet
   b) His friend
   c) His shadow
   d) His brother

   ☞ **Answer: c) His shadow**

3. The shadow is described as:
   a) Tall and short
   b) Lazy and slow
   c) Fast and quick
   d) Strange and funny

   ☞ **Answer: a) Tall and short**

4. The shadow is called:
   a) Clever
   b) Lazy
   c) Funny
   d) Brave

   ☞ **Answer: b) Lazy**

5. The shadow jumps into bed _______ the poet.
   a) Before
   b) After
   c) With
   d) Instead of

   ☞ **Answer: a) Before**

6. What happens to the shadow at morning?
   a) It disappears
   b) It becomes bigger
   c) It becomes smaller
   d) It changes colour

   ☞ **Answer: a) It disappears**

7. The poet says the shadow is like:
   a) A ghost
   b) India rubber ball
   c) A string
   d) A balloon

   ☞ **Answer: b) India rubber ball**

8. The poet thinks the shadow is:
   a) Clever
   b) Cowardly
   c) Funny
   d) Silly

   ☞ **Answer: d) Silly**

9. Which word best describes the mood of the poem?
   a) Joyful
   b) Imaginative
   c) Angry
   d) Fearful

   ☞ **Answer: b) Imaginative**

10. The shadow is a reflection of:
    a) Light
    b) Water
    c) Sunlight and body
    d) Moon

    ☞ **Answer: c) Sunlight and body**

Prose – Robinson Crusoe (10 Qs)

1. Who is Robinson Crusoe?
   a) A sailor
   b) A farmer
   c) A king
   d) A soldier

   ☞ **Answer: a) A sailor**

2. What happened to Crusoe's ship?
   a) It sank in a storm
   b) It reached a city
   c) It was stolen
   d) It caught fire

   ☞ **Answer: a) It sank in a storm**

3. Where did Robinson Crusoe live after the shipwreck?
   a) On another ship
   b) On a deserted island
   c) In a village
   d) In the city

   ☞ **Answer: b) On a deserted island**

4. What did Crusoe use to build his shelter?
   a) Wood and leaves
   b) Bricks
   c) Stones
   d) Clay

   ☞ **Answer: a) Wood and leaves**

5. What food did he find on the island?
   a) Rice and wheat
   b) Fruits and animals
   c) Cakes and bread
   d) Cooked meals

   ☞ **Answer: b) Fruits and animals**

6. What weapons did Crusoe use for hunting?
   a) Sword
   b) Bow and arrow
   c) Gun
   d) Net

   ☞ **Answer: c) Gun**

7. How did Crusoe feel when he was alone?
   a) Happy
   b) Brave
   c) Lonely and sad
   d) Excited

   ☞ **Answer: c) Lonely and sad**

8. What quality helped Crusoe survive?
   a) Laziness
   b) Creativity and hard work
   c) Fear
   d) Anger

   ☞ **Answer: b) Creativity and hard work**

9. What is the moral of Crusoe's story?
   a) Waste resources
   b) Work hard and use resources wisely
   c) Live in fear
   d) Avoid travel

   ☞ **Answer: b) Work hard and use resources wisely**

10. Who wrote the novel "Robinson Crusoe"?
    a) R.L. Stevenson
    b) Daniel Defoe
    c) William Wordsworth
    d) Charles Dickens

    ☞ **Answer: b) Daniel Defoe**

B. Fill in the Blanks

1. The poet of "My Shadow" is _______. → **R.L. Stevenson**

2. The shadow is called _______. → **lazy**

3. The shadow disappears in the _______. → **morning**

4. Robinson Crusoe was a _______. → **sailor**

5. He lived on an _______ island. → **deserted**
6. Crusoe built his shelter with _______. → **wood and leaves**
7. He hunted with a _______. → **gun**
8. Crusoe felt _______ and sad when alone. → **lonely**

C. True/False

1. The shadow always follows the poet. → **True**
2. The shadow is cleverer than the poet. → **False**
3. Robinson Crusoe lived in a busy town. → **False**
4. Crusoe worked hard to survive. → **True**
5. The story teaches us to waste resources. → **False**

D. Anagrams

1. WSHADO → **SHADOW**
2. SLIAOR → **SAILOR**
3. LESHTER → **SHELTER**
4. DILNAS → **ISLAND**
5. NUG → **GUN**
6. RUTIFS → **FRUITS**
7. SWDOO → **WOODS**

E. Sequencing

Arrange the events (Robinson Crusoe):
A. Crusoe's ship sank.
B. He reached an island.
C. He built a shelter.
D. He hunted for food.

👉 **Correct order: A → B → C → D**

F. Antonyms/Synonyms

1. Lazy (antonym) → **Active**
2. Tall (antonym) → **Short**

3. Lonely (synonym) → **Alone**
4. Shelter (synonym) → **Hut/House**
5. Work hard (antonym) → **Be idle**

G. Theme-based Extras

- **Creative Writing (5–6 sentences):** Write about a day when you imagined something funny, like the poet imagined his shadow.
- **Survival Checklist:** Name 5 things you would take if you had to live on an island.

H. Comprehension Questions

Short (2–3 sentences each, 10 Qs)

1. Who follows the poet everywhere?
   ☞ His shadow follows him everywhere.
2. How is the shadow described?
   ☞ It is sometimes tall, sometimes short, and called lazy.
3. What happens to the shadow in the morning?
   ☞ It disappears when the sun is bright.
4. Who is Robinson Crusoe?
   ☞ He is a sailor who was stranded on an island.
5. How did Crusoe reach the island?
   ☞ His ship sank in a storm and he was left alone.
6. What did Crusoe use to build his shelter?
   ☞ He used wood and leaves.
7. What food did Crusoe find on the island?
   ☞ He ate fruits and hunted animals.
8. What weapon did Crusoe use for hunting?
   ☞ He used a gun.
9. How did Crusoe feel on the island?
   ☞ He felt lonely and sad.
10. What helped Crusoe survive?
    ☞ His creativity and hard work helped him.

Extended (5–6 sentences each, 5 Qs)

1. Describe how the poet imagines his shadow.
   👉 The poet imagines his shadow as a living being. It jumps before him and sometimes becomes tall or small. He calls it lazy and funny. It disappears in the morning. The poem shows a child's imagination and curiosity.
2. What is special about the way the poet describes his shadow?
   👉 The poet uses personification. He gives human qualities to the shadow. He describes it as lazy, silly, and funny. The poem is playful and imaginative. It makes children think of shadows in a creative way.
3. How did Robinson Crusoe survive on the island?
   👉 He built a shelter with wood and leaves. He found fruits and hunted animals. He used a gun for hunting. Though he felt lonely, he worked hard. His creativity helped him survive.
4. What difficulties did Crusoe face?
   👉 He lost his ship and friends. He was alone on a deserted island. He had no ready food or home. He felt lonely and sad. But he overcame problems with hard work.
5. What lesson do we learn from Robinson Crusoe's story?
   👉 The story teaches us to be brave and hardworking. We must not waste resources. Creativity helps us in difficulties. Loneliness can be overcome by determination. The lesson is survival through courage and effort.

I. Model Question Paper (15 Marks) – Unit 3

Section A – MCQs (5 × 1 = 5)

1. Who wrote "My Shadow"?
2. Who follows the poet everywhere?
3. Who is Robinson Crusoe?
4. Where did Crusoe live after the shipwreck?
5. What helped Crusoe survive?

Section B – Fill in the blanks (3 × 1 = 3)
6. The shadow disappears in the _______.
7. Crusoe lived on an _______ island.
8. He hunted with a _______.

Section C – True/False (2 × 0.5 = 1)
9. The shadow is cleverer than the poet. ( )
10. Crusoe built his shelter with wood. ( )

Section D – Anagrams (2 × 1 = 2)
11. WSHADO → _______
12. LESHTER → _______

Section E – Sequencing (1 × 2 = 2)
13. Arrange: Ship sank, Crusoe reached island, built shelter, Hunted food.

Section F – Synonyms/Antonyms (2 × 1 = 2)
14. Antonym of “lazy” → _______
15. Synonym of “lonely” → _______

Total = 15 Marks

Blueprint – Unit 3

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary	Easy
True/False	2	1	Understanding	Easy
Anagrams	2	2	Vocabulary, spelling	Medium
Sequencing	1	2	Logical order	Hard
Syn/Antonyms	2	2	Vocabulary building	Medium
Total	—	15	Balanced coverage	—

Unit 4 – Crying (Poem) & My Elder Brother (Prose)

Learning Outcomes (LOs)

By the end of this unit, learners will be able to:

- Read and appreciate the humour and message in the poem *Crying*.
- Understand the prose *My Elder Brother* and its moral lessons.
- Build vocabulary related to **emotions, family, study, and discipline**.
- Answer comprehension questions (short 2–3 sentences & extended 5–6 sentences).
- Apply sequencing and reasoning to events.
- Recognize synonyms and antonyms.
- Develop short creative writing on **family and emotions**.

A. Multiple Choice Questions (MCQs)

Poem – Crying (10 Qs)

1. What is the poem *Crying* about?
   a) Laughing loudly
   b) Crying and happiness
   c) Sleeping well
   d) Eating food

   👉 **Answer: b) Crying and happiness**

2. How does the poet say one should cry?
   a) Silently
   b) Fully and loudly
   c) Slowly
   d) Never

   👉 **Answer: b) Fully and loudly**

3. What should one do after crying a lot?
   a) Sleep
   b) Laugh happily
   c) Eat food
   d) Stay sad

   👉 **Answer: b) Laugh happily**

4. Crying should not be:
   a) Long
   b) Short
   c) Secret
   d) Loud

   ☞ **Answer: c) Secret**

5. What emotion follows crying in the poem?
   a) Anger
   b) Happiness
   c) Fear
   d) Laziness

   ☞ **Answer: b) Happiness**

6. The poet suggests crying is natural and:
   a) Funny
   b) Useless
   c) Helpful
   d) Bad

   ☞ **Answer: c) Helpful**

7. Which word best describes the poem's tone?
   a) Sad
   b) Humorous and positive
   c) Angry
   d) Fearful

   ☞ **Answer: b) Humorous and positive**

8. Crying clears the way for:
   a) Sleep
   b) Laughter
   c) Anger
   d) Silence

   ☞ **Answer: b) Laughter**

9. The poem's message is:
   a) Hide your feelings
   b) Express emotions freely
   c) Always be serious
   d) Don't laugh

   ☞ **Answer: b) Express emotions freely**

10. Who wrote the poem *Crying*?
    a) R.L. Stevenson
    b) Galway Kinnell
    c) William Blake
    d) Ruskin Bond

    ☞ **Answer: b) Galway Kinnell**

Prose – My Elder Brother (10 Qs)

1. Who are the two brothers in the story?
   a) Munna and Bhaiya
   b) Ravi and Raju
   c) Raj and Mohan
   d) Ram and Shyam

   ☞ **Answer: a) Munna and Bhaiya**

2. How many years older is Bhaiya than Munna?
   a) 1 year
   b) 2 years
   c) 5 years
   d) 10 years

   ☞ **Answer: c) 5 years**

3. What is Bhaiya's main quality?
   a) Laziness
   b) Strictness and discipline
   c) Playfulness
   d) Anger

   ☞ **Answer: b) Strictness and discipline**

4. What does Munna like to do?
   a) Read books
   b) Play games
   c) Work hard
   d) Teach others

   ☞ **Answer: b) Play games**

5. Bhaiya always advises Munna to:
   a) Sleep more
   b) Study seriously
   c) Go out and play
   d) Watch TV

   ☞ **Answer: b) Study seriously**

6. What subject does Bhaiya focus on?
   a) History and law
   b) Maths and science
   c) Drawing and art
   d) Sports and games

   ☞ **Answer: a) History and law**

7. Munna complains that:
   a) He doesn't like food
   b) He forgets lessons after reading
   c) He cannot play cricket
   d) Bhaiya is unfair

   ☞ **Answer: b) He forgets lessons after reading**

8. How does Bhaiya scold Munna?
   a) With love
   b) Strictly and seriously
   c) By laughing
   d) By ignoring him

   ☞ **Answer: b) Strictly and seriously**

9. What is the moral of the story?
   a) Elders should always be strict
   b) Balance between study and play is important
   c) Playing is more important than studying
   d) Younger brothers are always right

   ☞ **Answer: b) Balance between study and play is important**

10. Who is the author of *My Elder Brother*?
    a) Munshi Premchand
    b) R.K. Narayan
    c) Rabindranath Tagore
    d) Ruskin Bond

    ☞ **Answer: a) Munshi Premchand**

B. Fill in the Blanks

1. The poem *Crying* is written by _______. → **Galway Kinnell**
2. Crying should be done _______. → **fully**
3. After crying, one should _______. → **laugh**
4. The two brothers are _______ and _______. → **Munna, Bhaiya**

5. Bhaiya is _______ years older than Munna. → **five**
6. Munna loves to _______. → **play**
7. Bhaiya always tells Munna to _______. → **study**
8. The story *My Elder Brother* is written by _______. → **Munshi Premchand**

C. True/False

1. Crying should be kept secret. → **False**
2. Crying leads to happiness later. → **True**
3. Bhaiya is younger than Munna. → **False**
4. Munna enjoys playing more than studying. → **True**
5. The story teaches the importance of play only. → **False**

D. Anagrams

1. CYRGNI → **CRYING**
2. GINLAUGH → **LAUGHING**
3. YAHBIA → **BHAIYA**
4. MUNAN → **MUNNA**
5. YTSDU → **STUDY**
6. YALP → **PLAY**
7. ROTHREB → **BROTHER**

E. Sequencing

Arrange the events (My Elder Brother):
A. Bhaiya scolds Munna.
B. Munna likes to play.
C. Bhaiya advises to study hard.
D. Munna complains he forgets lessons.

👉 **Correct order: B → D → C → A**

F. Antonyms/Synonyms

1. Cry (synonym) → **Weep**
2. Laugh (antonym) → **Cry**

3. Elder (antonym) → **Younger**
4. Strict (synonym) → **Serious**
5. Forget (antonym) → **Remember**

G. Theme-based Extras

- **Short Writing (5–6 sentences):** Write about your elder brother/sister and what they teach you.
- **Discussion:** Why is it important to balance study and play?

H. Comprehension Questions

Short (2–3 sentences each, 10 Qs)

1. What does the poet say about crying?
   ☞ He says we should cry fully, not secretly.
2. What should one do after crying?
   ☞ One should laugh happily.
3. What is the tone of the poem *Crying*?
   ☞ It is humorous and positive.
4. Who are the main characters in the story *My Elder Brother*?
   ☞ Munna and Bhaiya are the main characters.
5. How much older is Bhaiya than Munna?
   ☞ Five years older.
6. What does Munna like to do?
   ☞ He likes to play.
7. What does Bhaiya always tell Munna?
   ☞ To study seriously.
8. What is Munna's complaint about studying?
   ☞ He forgets what he reads.
9. How does Bhaiya behave with Munna?
   ☞ He is strict and scolds him.
10. What is the lesson of the story?
    ☞ Balance between study and play is necessary.

Extended (5–6 sentences each, 5 Qs)

1. Explain the message of the poem *Crying*.
   ☞ The poem says that crying should not be hidden. One must cry fully to express emotions. After crying, happiness and laughter follow. Crying clears sadness. The poem highlights that expressing emotions is healthy.

2. Why is Bhaiya always strict with Munna?
   ☞ Bhaiya is older and feels responsible. He believes studies are very important. He scolds Munna for wasting time in play. He advises Munna to focus on books. His strictness shows discipline and care.

3. How does Munna feel about studying?
   ☞ Munna does not like to study. He says he forgets his lessons soon. He enjoys playing outside. He feels Bhaiya is too strict. Munna prefers games to books.

4. What qualities of Bhaiya are shown in the story?
   ☞ Bhaiya is disciplined and serious about studies. He is responsible as an elder brother. He scolds Munna but also cares for him. He values education highly. His qualities show maturity and duty.

5. What moral do we learn from *My Elder Brother*?
   ☞ We learn to respect elders' advice. We should balance study and play. Hard work and discipline are important. Play is also necessary for growth. The story teaches a balanced approach to life.

I. Model Question Paper (15 Marks) – Unit 4

Section A – MCQs (5 × 1 = 5)

1. Who wrote the poem *Crying*?

2. How should one cry, according to the poet?

3. Who are the two brothers in the story?

4. How many years older is Bhaiya?

5. What is the lesson of the story?

Section B – Fill in the blanks (3 × 1 = 3)
6. Crying should be done _______.
7. Munna likes to _______.
8. Bhaiya advises Munna to _______.

Section C – True/False (2 × 0.5 = 1)
9. Crying should be secret. ( )
10. Munna enjoys playing more than studying. ( )

Section D – Anagrams (2 × 1 = 2)
11. YTSDU → _______
12. ROTHREB → _______

Section E – Sequencing (1 × 2 = 2)
13. Arrange: Munna plays, He forgets lessons, Bhaiya advises, Bhaiya scolds.

Section F – Synonyms/Antonyms (2 × 1 = 2)
14. Synonym of "strict" → _______
15. Antonym of "elder" → _______

Total = 15 Marks

Blueprint – Unit 4

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary	Easy
True/False	2	1	Understanding	Easy
Anagrams	2	2	Vocabulary, spelling	Medium
Sequencing	1	2	Logical order	Hard
Syn/Antonyms	2	2	Vocabulary building	Medium
Total	—	15	Balanced coverage	—

Unit 5 – The Class Discussion (Poem) & Rip Van Winkle (Prose)

Learning Outcomes (LOs)

By the end of this unit, learners will be able to:

- Understand the poem *The Class Discussion* and its message of confidence.
- Appreciate classroom discussions as opportunities for sharing ideas.
- Read and comprehend *Rip Van Winkle* as a story of imagination and change.
- Build vocabulary related to **classroom, discussion, nature, and adventure**.
- Answer comprehension questions (short 2–3 sentences & extended 5–6 sentences).
- Apply sequencing and reasoning to events.
- Recognize synonyms and antonyms.
- Develop short creative writing on **confidence and imagination**.

A. Multiple Choice Questions (MCQs)

Poem – The Class Discussion (10 Qs)

1. Who is the poet of *The Class Discussion*?
   a) Sara Coleridge
   b) Gervase Phinn
   c) E.V. Lucas
   d) Eleanor Farjeon

   👉 **Answer: b) Gervase Phinn**

2. Where does the discussion take place?
   a) In the park
   b) In the class
   c) In the playground
   d) At home

   👉 **Answer: b) In the class**

3. Who asked questions in the class?
   a) The teacher
   b) The monitor
   c) The children
   d) A stranger

   👉 **Answer: a) The teacher**

4. Who did not speak in the discussion?
   a) All the students
   b) The girl
   c) The teacher
   d) The monitor

   ☞ **Answer: b) The girl**

5. What did the teacher ask the girl?
   a) Why she was playing
   b) Why she was silent
   c) Why she was late
   d) Why she was crying

   ☞ **Answer: b) Why she was silent**

6. What reason did the girl give for being quiet?
   a) She didn't know the answer
   b) She had nothing to say
   c) She was shy and had no confidence
   d) She was sick

   ☞ **Answer: c) She was shy and had no confidence**

7. What did the teacher encourage the girl to do?
   a) Sit quietly
   b) Speak and share her ideas
   c) Go out of the class
   d) Sleep

   ☞ **Answer: b) Speak and share her ideas**

8. The theme of the poem is:
   a) Laziness
   b) Confidence and courage to speak
   c) Fear of teachers
   d) Silence is golden

   ☞ **Answer: b) Confidence and courage to speak**

9. What is important in class according to the poem?
   a) Playing games
   b) Speaking and sharing thoughts
   c) Sleeping
   d) Running

   ☞ **Answer: b) Speaking and sharing thoughts**

10. The mood of the poem is:
    a) Fearful
    b) Encouraging
    c) Angry
    d) Sad

    ☞ **Answer: b) Encouraging**

Prose – Rip Van Winkle (10 Qs)

1. Who is Rip Van Winkle?
   a) A lazy but kind man
   b) A hunter
   c) A king
   d) A teacher

   ☞ **Answer: a) A lazy but kind man**

2. Where did Rip live?
   a) In a city
   b) In a village near the mountains
   c) In a palace
   d) On a ship

   ☞ **Answer: b) In a village near the mountains**

3. What was Rip good at?
   a) Playing games
   b) Helping neighbours
   c) Studying
   d) Farming

   ☞ **Answer: b) Helping neighbours**

4. Who always scolded Rip?
   a) His teacher
   b) His wife
   c) His children
   d) His friends

   ☞ **Answer: b) His wife**

5. Where did Rip go one day?
   a) To the market
   b) To the mountains
   c) To school
   d) To the river

   ☞ **Answer: b) To the mountains**

6. Who did Rip meet in the mountains?
   a) Soldiers
   b) Strange little men
   c) Farmers
   d) Teachers

   ☞ **Answer: b) Strange little men**

7. What did the little men give Rip to drink?
   a) Water
   b) Juice
   c) Magical drink
   d) Milk

   ☞ **Answer: c) Magical drink**

8. How long did Rip sleep?
   a) One night
   b) One week
   c) Twenty years
   d) One day

   ☞ **Answer: c) Twenty years**

9. What happened when Rip woke up?
   a) Everything was the same
   b) He saw great changes in the village
   c) His wife was waiting
   d) He was still young

   ☞ **Answer: b) He saw great changes in the village**

10. What is the moral of Rip Van Winkle?
    a) Hard work is important
    b) Laziness makes us lose time
    c) Always sleep long
    d) Don't climb mountains

    ☞ **Answer: b) Laziness makes us lose time**

B. Fill in the Blanks

1. The poem *The Class Discussion* is written by _______. → **Gervase Phinn**
2. The discussion took place in the _______. → **class**
3. The girl did not speak because she was _______. → **shy**

4. The teacher encouraged her to _______. → **speak**
5. Rip Van Winkle lived near the _______. → **mountains**
6. He was good at _______ his neighbours. → **helping**
7. Rip met strange little _______ in the mountains. → **men**
8. Rip slept for _______ years. → **twenty**

C. True/False

1. The girl was very talkative in the class discussion. → **False**
2. The teacher wanted the girl to speak. → **True**
3. Rip Van Winkle was very hardworking. → **False**
4. Rip's wife often scolded him. → **True**
5. Rip slept for twenty years. → **True**

D. Anagrams

1. LASSC → **CLASS**
2. HATCEER → **TEACHER**
3. RLGI → **GIRL**
4. PR I VAN → **RIP VAN**
5. LEPES → **SLEEP**
6. TNOUAMINS → **MOUNTAINS**
7. NDIKR → **DRINK**

E. Sequencing
Arrange (Rip Van Winkle):
A. Rip went to the mountains.
B. He met strange little men.
C. He drank a magical drink.
D. He slept for twenty years.
☞ **Correct order: A → B → C → D**
F. Antonyms/Synonyms

1. Shy (antonym) → **Confident**
2. Encourage (synonym) → **Support**

3. Lazy (antonym) → **Hardworking**
4. Strange (synonym) → **Unusual**
5. Sleep (antonym) → **Wake**

G. Theme-based Extras

- **Short Writing (5–6 sentences):** Write about a time when you felt shy to speak in class.
- **Imaginative Writing (5–6 sentences):** Imagine you slept for 10 years. What would change when you woke up?

H. Comprehension Questions

Short (2–3 sentences each, 10 Qs)

1. What is the poem *The Class Discussion* about?
   ☞ It is about a girl who is shy to speak in class.
2. Why did the teacher ask the girl why she was silent?
   ☞ Because she had not spoken during the discussion.
3. What did the girl say about herself?
   ☞ She said she was shy and lacked confidence.
4. What lesson does the poem give?
   ☞ It tells us to be confident and share our thoughts.
5. Who was Rip Van Winkle?
   ☞ He was a kind but lazy man.
6. Where did Rip live?
   ☞ He lived in a village near the mountains.
7. Who scolded Rip often?
   ☞ His wife scolded him.
8. Who did Rip meet in the mountains?
   ☞ Strange little men.
9. What happened after Rip drank the magical drink?
   ☞ He fell asleep for twenty years.
10. What did Rip see after waking up?
    ☞ He saw great changes in his village.

Extended (5–6 sentences each, 5 Qs)

1. What happened in the class discussion?
   👉 The teacher asked questions during a class discussion. Everyone spoke except one girl. The teacher asked her why she was silent. She said she was shy and lacked confidence. The teacher encouraged her to share ideas. The poem highlights courage in speaking.
2. Why was the girl in the poem silent?
   👉 She was shy and had little confidence. She thought she had nothing useful to say. The teacher noticed her silence. She admitted she was shy. This shows how children sometimes hesitate to speak in class.
3. What kind of man was Rip Van Winkle?
   👉 Rip was kind and helpful to neighbours. He was lazy and avoided work. His wife scolded him for wasting time. He loved wandering in the mountains. He became famous for sleeping twenty years.
4. Describe Rip's meeting with the little men.
   👉 In the mountains, Rip met strange little men. They were dressed oddly and playing ninepins. They gave him a magical drink. After drinking it, he fell asleep. This led to his twenty-year sleep.
5. What is the lesson of Rip Van Winkle's story?
   👉 The story teaches the value of time. Laziness wastes life and causes loss. Rip missed twenty years by being idle. It shows we must use our time wisely. Hard work is better than wasting time.

I. Model Question Paper (15 Marks) – Unit 6

Section A – MCQs (5 × 1 = 5)

1. Who is the poet of *The Class Discussion*?
2. Who did not speak in the discussion?
3. Who was Rip Van Winkle?
4. What did Rip drink in the mountains?
5. How many years did Rip sleep?

Section B – Fill in the blanks (3 × 1 = 3)
6. The girl was _______ in the class.
7. Rip lived near the _______.
8. Rip met strange little _______.

Section C – True/False (2 × 0.5 = 1)
9. The girl was very confident in class. ( )
10. Rip was scolded often by his wife. ( )

Section D – Anagrams (2 × 1 = 2)
11. TNOUAMINS → _______
12. LASSC → _______

Section E – Sequencing (1 × 2 = 2)
13. Arrange: Rip went to mountains, He met little men, drank magical drink, Slept 20 years.

Section F – Synonyms/Antonyms (2 × 1 = 2)
14. Antonym of "shy" → _______
15. Synonym of "strange" → _______

Total = 15 Marks

Blueprint – Unit 5

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary	Easy
True/False	2	1	Understanding	Easy
Anagrams	2	2	Vocabulary, spelling	Medium
Sequencing	1	2	Logical order	Hard
Syn/Antonyms	2	2	Vocabulary building	Medium
Total	—	15	Balanced coverage	—

Unit 6 – Topsy-Turvy Land (Poem) & The Talkative Barber (Prose)

Learning Outcomes (LOs)

By the end of this unit, learners will be able to:

- Read and enjoy the humour and imagination in *Topsy-Turvy Land*.
- Identify opposites and unusual situations in poetry.
- Understand and retell the folk tale *The Talkative Barber*.
- Build vocabulary related to **opposites, humour, and daily life**.
- Answer comprehension questions (short 2–3 sentences & extended 5–6 sentences).
- Apply sequencing and reasoning in events.
- Recognize synonyms and antonyms.
- Create short writing on **funny or imaginative situations**.

A. Multiple Choice Questions (MCQs)

Poem – Topsy-Turvy Land (10 Qs)

1. What does “topsy-turvy” mean?
   a) Neat and clean
   b) Upside down or mixed up
   c) Beautiful
   d) Quiet

   👉 **Answer: b) Upside down or mixed up**

2. In Topsy-Turvy Land, where do people walk?
   a) On the road
   b) On their heads
   c) On the river
   d) On the roof

   👉 **Answer: b) On their heads**

3. Where are children taught to stand in the poem?
   a) On their feet
   b) On their heads
   c) On chairs
   d) On roofs

   👉 **Answer: b) On their heads**

4. Where are buses running in Topsy-Turvy Land?
   a) On the ground
   b) In the air
   c) Under the sea
   d) On mountains

   ☞ **Answer: b) In the air**

5. How are people described in Topsy-Turvy Land?
   a) Strange and funny
   b) Wise and clever
   c) Serious and quiet
   d) Angry and sad

   ☞ **Answer: a) Strange and funny**

6. Who is the poet of *Topsy-Turvy Land*?
   a) H.E. Wilkinson
   b) Gervase Phinn
   c) Munshi Premchand
   d) R.L. Stevenson

   ☞ **Answer: a) H.E. Wilkinson**

7. What is the mood of the poem?
   a) Sad
   b) Humorous
   c) Angry
   d) Fearful

   ☞ **Answer: b) Humorous**

8. What is the main theme of the poem?
   a) Obedience
   b) Imagination and opposites
   c) Laziness
   d) Seriousness

   ☞ **Answer: b) Imagination and opposites**

9. How do children go to school in the poem?
   a) Walking
   b) Flying in buses
   c) Crawling
   d) Swimming

   ☞ **Answer: b) Flying in buses**

10. What makes the poem funny?
    a) Serious teaching
    b) Unusual and opposite actions
    c) Quietness
    d) Anger

    👉 **Answer: b) Unusual and opposite actions**

Prose – The Talkative Barber (10 Qs)

1. Where does the story of *The Talkative Barber* come from?
   a) Panchatantra
   b) Arabian Nights
   c) Aesop's Fables
   d) Akbar-Birbal tales

   👉 **Answer: b) Arabian Nights**

2. Who is the main character?
   a) A king
   b) A barber
   c) A soldier
   d) A merchant

   👉 **Answer: b) A barber**

3. Why was the barber called talkative?
   a) He sang songs
   b) He talked too much
   c) He told stories
   d) He shouted

   👉 **Answer: b) He talked too much**

4. What did the Sultan want from the barber?
   a) A haircut
   b) A shave
   c) Food
   d) Advice

   👉 **Answer: b) A shave**

5. What did the barber do instead of shaving?
   a) Ate food
   b) Kept talking
   c) Slept
   d) Played music

   👉 **Answer: b) Kept talking**

6. How many brothers did the barber have?
   a) Two
   b) Three
   c) Five
   d) Six

   ☞ **Answer: d) Six**

7. How did the Sultan feel about the barber's talking?
   a) Happy
   b) Angry and impatient
   c) Excited
   d) Thankful

   ☞ **Answer: b) Angry and impatient**

8. What was the barber's excuse for talking?
   a) He was lonely
   b) He was wise and knew many things
   c) He wanted food
   d) He was lazy

   ☞ **Answer: b) He was wise and knew many things**

9. Did the barber finally shave the Sultan?
   a) Yes
   b) No

   ☞ **Answer: a) Yes**

10. What is the moral of the story?
    a) Talking less is better
    b) Laziness is bad
    c) Wisdom is always respected
    d) Don't help others

    ☞ **Answer: a) Talking less is better**

B. Fill in the Blanks

1. The poet of *Topsy-Turvy Land* is _______. → **H.E. Wilkinson**
2. In Topsy-Turvy Land, people walk on their _______. → **heads**
3. Children are taught to stand on their _______. → **heads**
4. Buses run in the _______. → **air**
5. The *Talkative Barber* story is from _______. → **Arabian Nights**
6. The barber had _______ brothers. → **six**

7. The Sultan wanted a _______. → **shave**
8. The barber kept _______ instead of shaving. → **talking**

C. True/False

1. In Topsy-Turvy Land, buses run on the roads. → **False**
2. The poem is humorous. → **True**
3. The barber was silent and quick. → **False**
4. The Sultan was angry with the barber. → **True**
5. The barber finally shaved the Sultan. → **True**

D. Anagrams

1. OSPYT → **TOPSY**
2. LACSS → **CLASS**
3. RABREB → **BARBER**
4. NALTSU → **SULTAN**
5. VAHSE → **SHAVE**
6. KALT → **TALK**
7. ISX → **SIX**

E. Sequencing

Arrange the events (The Talkative Barber):
A. The Sultan called the barber.
B. The barber kept talking.
C. The Sultan became angry.
D. The barber finally shaved the Sultan.
👉 **Correct order: A → B → C → D**

F. Antonyms/Synonyms

1. Talkative (antonym) → **Silent**
2. Angry (synonym) → **Mad/Annoyed**
3. Humorous (antonym) → **Serious**
4. Strange (synonym) → **Odd**

5. Patience (antonym) → **Impatience**

G. Theme-based Extras

- **Imaginative Writing (5–6 sentences):** Describe your own "Topsy-Turvy Land."
- **Discussion:** Why is it important to talk less and listen more?

H. Comprehension Questions

Short (2–3 sentences each, 10 Qs)

1. What is Topsy-Turvy Land?
   👉 It is an imaginary land where everything is upside down.
2. How do people walk there?
   👉 They walk on their heads.
3. Where do buses run in the poem?
   👉 In the air.
4. What is the mood of the poem?
   👉 Funny and imaginative.
5. Who is the main character of *The Talkative Barber*?
   👉 A barber.
6. Why was the barber called talkative?
   👉 Because he talked too much.
7. What did the Sultan want?
   👉 He wanted a shave.
8. How many brothers did the barber have?
   👉 Six brothers.
9. How did the Sultan feel about the barber?
   👉 He became angry and impatient.
10. Did the barber shave the Sultan at last?
    👉 Yes, he did.

Extended (5–6 sentences each, 5 Qs)

1. Describe Topsy-Turvy Land.
   👉 It is a strange, funny, and imaginative land. People walk on their heads.

Children are taught to stand upside down. Buses run in the air. Everything is unusual and opposite. It creates humour and fun.

2. Why is the poem called humorous?

   ☞ Because it shows unusual and funny actions. People do things opposite to real life. The images are strange but amusing. Children find it funny. It entertains readers through imagination.

3. What happened when the Sultan called the barber?

   ☞ The Sultan wanted a shave. He called the barber to do the work. But the barber kept talking. He delayed the shaving. The Sultan became impatient.

4. Why did the Sultan get angry with the barber?

   ☞ The barber wasted time by talking. He told long stories. The Sultan had no patience. He wanted quick work. His anger grew as the barber continued talking.

5. What lesson does *The Talkative Barber* teach?

   ☞ It teaches us to avoid talking too much. Work should be done on time. Wasting time makes others angry. Silence is better than too much talk. The story highlights patience and discipline.

I. Model Question Paper (15 Marks) – Unit 6

Section A – MCQs (5 × 1 = 5)

1. Who is the poet of *Topsy-Turvy Land*?
2. How do people walk in Topsy-Turvy Land?
3. Where is the story *The Talkative Barber* from?
4. Why was the barber called talkative?
5. How many brothers did the barber have?

Section B – Fill in the blanks (3 × 1 = 3)

6. In Topsy-Turvy Land, buses run in the _______.
7. The Sultan wanted a _______.
8. The barber kept _______ instead of shaving.

Section C – True/False (2 × 0.5 = 1)

9. The poem is serious and sad. ( )
10. The barber finally shaved the Sultan. ( )

Section D – Anagrams (2 × 1 = 2)
11. RABREB → _______
12. NALTSU → _______

Section E – Sequencing (1 × 2 = 2)
13. Arrange: Sultan called, Barber talked, Sultan angry, Barber shaved.

Section F – Synonyms/Antonyms (2 × 1 = 2)
14. Antonym of "talkative" → _______
15. Synonym of "angry" → _______

Total = 15 Marks

Blueprint – Unit 6

Type	**Qs**	**Marks**	**Objectives**	**Difficulty**
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary	Easy
True/False	2	1	Understanding	Easy
Anagrams	2	2	Vocabulary, spelling	Medium
Sequencing	1	2	Logical order	Hard
Syn/Antonyms	2	2	Vocabulary building	Medium
Total	—	15	Balanced coverage	—

Unit 7 – Nobody's Friend (Poem) & Gulliver's Travels (Prose)

Learning Outcomes (LOs)

By the end of this unit, learners will be able to:

- Read and understand the moral poem *Nobody's Friend*.
- Recognize values of kindness, sharing, and friendship.
- Retell and comprehend *Gulliver's Travels* as an adventure story.
- Build vocabulary related to **sharing, friendship, adventure, and travel**.
- Answer comprehension questions (short 2–3 sentences & extended 5–6 sentences).
- Apply sequencing and reasoning.
- Recognize synonyms and antonyms.
- Create short writing on **friendship and adventure**.

A. Multiple Choice Questions (MCQs)

Poem – Nobody's Friend (10 Qs)

1. What is the poem *Nobody's Friend* about?
   a) Money
   b) Sharing and kindness
   c) Games
   d) Travel

   👉 **Answer: b) Sharing and kindness**

2. Who has no friends, according to the poem?
   a) A person who plays
   b) A person who helps
   c) A person who doesn't share
   d) A person who studies

   👉 **Answer: c) A person who doesn't share**

3. What did the girl in the poem not share?
   a) Toys
   b) Books
   c) Sweets

d) Food

☞ **Answer: c) Sweets**

4. What did the boy not share?
   a) Books
   b) Fruits
   c) Toys
   d) Clothes

   ☞ **Answer: a) Books**

5. What happens to people who don't share?
   a) They get many friends
   b) They remain nobody's friend
   c) They become teachers
   d) They are happy always

   ☞ **Answer: b) They remain nobody's friend**

6. What should children learn from the poem?
   a) To fight
   b) To share and care
   c) To be greedy
   d) To stay alone

   ☞ **Answer: b) To share and care**

7. The poet of *Nobody's Friend* is:
   a) Enid Blyton
   b) R.L. Stevenson
   c) C.J. Dennis
   d) Zulu poet

   ☞ **Answer: c) C.J. Dennis**

8. The opposite of "sharing" in the poem is:
   a) Kindness
   b) Greediness
   c) Caring
   d) Loving

   ☞ **Answer: b) Greediness**

9. The poem's tone is:
   a) Humorous
   b) Moral and instructive
   c) Sad

d) Angry

☞ **Answer: b) Moral and instructive**

10. The main message is:
    a) Study more
    b) Don't share
    c) Sharing brings friendship
    d) Playing is waste

    ☞ **Answer: c) Sharing brings friendship**

Prose – Gulliver's Travels (10 Qs)

1. Who is the author of *Gulliver's Travels*?
   a) Daniel Defoe
   b) Jonathan Swift
   c) Charles Dickens
   d) Mark Twain

   ☞ **Answer: b) Jonathan Swift**

2. Who is the main character of the story?
   a) Rip
   b) Crusoe
   c) Gulliver
   d) Friday

   ☞ **Answer: c) Gulliver**

3. Where did Gulliver's ship land?
   a) On an island of giants
   b) In a city
   c) On an island of tiny people
   d) In England

   ☞ **Answer: c) On an island of tiny people**

4. What are the tiny people called?
   a) Giants
   b) Lilliputians
   c) Barbarians
   d) Dwarfs

   ☞ **Answer: b) Lilliputians**

5. What size were the Lilliputians?
   a) Very big
   b) Very small
   c) Normal

d) Giant-sized

☞ **Answer: b) Very small**

6. How did the Lilliputians tie Gulliver?
   a) With ropes and pegs
   b) With chains
   c) With grass
   d) With nets

   ☞ **Answer: a) With ropes and pegs**

7. How did Gulliver feel when he woke up?
   a) Free
   b) Angry and surprised
   c) Happy
   d) Sleepy

   ☞ **Answer: b) Angry and surprised**

8. What did the Lilliputians give Gulliver?
   a) Books
   b) Tiny food and drink
   c) Weapons
   d) Clothes

   ☞ **Answer: b) Tiny food and drink**

9. What is the story mainly about?
   a) Hard work
   b) Adventure and imagination
   c) Education
   d) Friendship

   ☞ **Answer: b) Adventure and imagination**

10. What is the lesson from *Gulliver's Travels*?
    a) Respect size differences
    b) Use imagination and enjoy adventures
    c) Always stay in cities
    d) Never travel

    ☞ **Answer: b) Use imagination and enjoy adventures**

B. Fill in the Blanks

1. The poem *Nobody's Friend* is written by _______. → **C.J. Dennis**

2. The girl in the poem did not share her _______. → **sweets**

3. The boy in the poem did not share his _______. → **books**

4. A person who does not share is _______ friend. → **nobody's**
5. *Gulliver's Travels* is written by _______. → **Jonathan Swift**
6. Gulliver reached an island of _______. → **tiny people**
7. The tiny people were called _______. → **Lilliputians**
8. The Lilliputians tied Gulliver with _______. → **ropes and pegs**

C. True/False

1. The girl in the poem shared her sweets. → **False**
2. The boy in the poem shared his books. → **False**
3. People who don't share remain without friends. → **True**
4. Gulliver was tied up by giants. → **False**
5. The Lilliputians were very small people. → **True**

D. Anagrams

1. RDSNIFE → **FRIENDS**
2. OYSB → **BOYS**
3. RGSIL → **GIRLS**
4. ROPSE → **ROPES**
5. GEPS → **PEGS**
6. ILLILTUPANIS → **LILLIPUTIANS**
7. LTRAEVS → **TRAVELS**

E. Sequencing

Arrange the events (Gulliver's Travels):
A. Gulliver's ship reached an island.
B. Lilliputians tied him with ropes.
C. Gulliver was surprised to see tiny people.
D. They gave him tiny food and drink.

☞ **Correct order: A → B → C → D**

F. Antonyms/Synonyms

1. Share (antonym) → **Keep**

2. Friend (antonym) → **Enemy**
3. Tiny (synonym) → **Small**
4. Big (antonym) → **Small**
5. Adventure (synonym) → **Journey**

G. Theme-based Extras

- **Short Writing (5–6 sentences):** Write about a time when you shared something with a friend.
- **Imaginative Writing (5–6 sentences):** If you met tiny people, what would you do?

H. Comprehension Questions

Short (2–3 sentences each, 10 Qs)

1. What is the poem *Nobody's Friend* about?
   ☞ It is about the importance of sharing and kindness.
2. Why was the girl nobody's friend?
   ☞ Because she never shared her sweets.
3. Why was the boy nobody's friend?
   ☞ Because he never shared his books.
4. What is the main message of the poem?
   ☞ People who don't share remain lonely.
5. Who wrote *Nobody's Friend*?
   ☞ C.J. Dennis.
6. Who is the main character in *Gulliver's Travels*?
   ☞ Gulliver.
7. Where did Gulliver's ship land?
   ☞ On an island of tiny people.
8. What were the tiny people called?
   ☞ Lilliputians.
9. How did the Lilliputians control Gulliver?
   ☞ By tying him with ropes and pegs.

10. What did the Lilliputians give Gulliver?
    ☞ Tiny food and drink.

Extended (5–6 sentences each, 5 Qs)

1. Why is the girl in the poem "Nobody's Friend"?
   ☞ She had many sweets but never shared them. She ate them all herself. Because she was selfish, no one liked her. Friendship needs sharing. That is why she was nobody's friend.

2. Why is the boy in the poem "Nobody's Friend"?
   ☞ The boy had many books. But he did not share them with others. He was selfish and unkind. Others did not play with him. That is why he was nobody's friend.

3. What lesson does the poem teach?
   ☞ It teaches that we must share. Sharing brings love and friendship. Selfishness makes us lonely. Caring for others makes us happy. Sharing is the key to friendship.

4. Describe Gulliver's experience when he reached the island.
   ☞ Gulliver's ship landed on an island. He was tied up by ropes. When he woke up, he saw tiny people. They were called Lilliputians. He was surprised and amazed by them.

5. What is the lesson from *Gulliver's Travels*?
   ☞ The story teaches us to use imagination. Adventures bring learning. We must respect even small people. Size does not matter. It shows creativity and fun in stories.

I. Model Question Paper (15 Marks) – Unit 7

Section A – MCQs (5 × 1 = 5)

1. Who wrote *Nobody's Friend*?

2. Why was the girl nobody's friend?

3. Who wrote *Gulliver's Travels*?

4. Where did Gulliver's ship land?

5. What were the tiny people called?

Section B – Fill in the blanks (3 × 1 = 3)
6. The boy did not share his _______.

7. Gulliver met the _______.
8. The Lilliputians tied him with _______.

Section C – True/False (2 × 0.5 = 1)
9. The girl shared her sweets. ( )
10. The Lilliputians were very small. ( )

Section D – Anagrams (2 × 1 = 2)
11. RDSNIFE → _______
12. LTRAEVS → _______

Section E – Sequencing (1 × 2 = 2)
13. Arrange: Gulliver reached island, Lilliputians tied him, He saw tiny people, they gave him food.

Section F – Synonyms/Antonyms (2 × 1 = 2)
14. Antonym of "friend" → _______
15. Synonym of "tiny" → _______

Total = 15 Marks

Blueprint – Unit 7

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary	Easy
True/False	2	1	Understanding	Easy
Anagrams	2	2	Vocabulary, spelling	Medium
Sequencing	1	2	Logical order	Hard
Syn/Antonyms	2	2	Vocabulary building	Medium
Total	—	15	Balanced coverage	—

Unit 8 – Sing a Song of People (Poem) & The Little Bully (Prose)

Learning Outcomes (LOs)

By the end of this unit, learners will be able to:

- Read and enjoy the poem *Sing a Song of People* about life in a busy city.
- Understand the prose *The Little Bully* and its lesson on kindness and behaviour.
- Build vocabulary related to **people, places, city life, behaviour, and friendship**.
- Answer comprehension questions (short 2–3 sentences & extended 5–6 sentences).
- Apply sequencing and reasoning in events.
- Recognize synonyms and antonyms.
- Develop short creative writing on **city life and good behaviour**.

A. Multiple Choice Questions (MCQs)

Poem – Sing a Song of People (10 Qs)

1. What is the poem *Sing a Song of People* about?
   a) Nature
   b) People in a busy city
   c) Animals
   d) Villages

   ☞ **Answer: b) People in a busy city**

2. Where are the people going in the poem?
   a) To farms
   b) To markets
   c) To shops, offices, and stations
   d) To the beach

   ☞ **Answer: c) To shops, offices, and stations**

3. How are people moving in the city?
   a) Walking and riding
   b) Flying
   c) Sleeping
   d) Dancing

   ☞ **Answer: a) Walking and riding**

4. Where do people go up and down?
   a) Hills
   b) Escalators and elevators
   c) Trees
   d) Rivers

   ☞ **Answer: b) Escalators and elevators**

5. Some people are described as:
   a) Tall and short
   b) Happy and sad
   c) Slow and fast
   d) Loud and quiet

   ☞ **Answer: c) Slow and fast**

6. What is the mood of the poem?
   a) Busy and lively
   b) Sad and lonely
   c) Quiet and sleepy
   d) Angry and harsh

   ☞ **Answer: a) Busy and lively**

7. What does the poem celebrate?
   a) The stillness of nature
   b) The variety of people in a city
   c) Silence
   d) Fighting

   ☞ **Answer: b) The variety of people in a city**

8. Who is the poet of *Sing a Song of People*?
   a) Eleanor Farjeon
   b) Lois Lenski
   c) Robert Frost
   d) H.E. Wilkinson

   ☞ **Answer: b) Lois Lenski**

9. People in the poem are:
   a) Alone
   b) In groups, crowds, and rushes
   c) Sleeping
   d) Playing

   ☞ **Answer: b) In groups, crowds, and rushes**

10. The poem's theme is:
    a) Silence
    b) Busy city life and diversity of people
    c) Fighting
    d) Nature walks

    ☞ **Answer: b) Busy city life and diversity of people**

Prose – The Little Bully (10 Qs)

1. Who is the main character of *The Little Bully*?
    a) Hari
    b) Munna
    c) Bhaiya
    d) Ravi

    ☞ **Answer: a) Hari**

2. What did Hari like to do?
    a) Share food
    b) Tease and pinch others
    c) Play football
    d) Study hard

    ☞ **Answer: b) Tease and pinch others**

3. How did other children feel about Hari?
    a) They liked him
    b) They avoided him
    c) They respected him
    d) They invited him

    ☞ **Answer: b) They avoided him**

4. Where did the children go one day?
    a) To the market
    b) On a picnic to the seaside
    c) To school
    d) To the mountains

    ☞ **Answer: b) On a picnic to the seaside**

5. What food did Hari bring?
    a) Rice and curry
    b) Sweets and fruits
    c) Cakes and bananas

d) Idli and chutney

☞ **Answer: c) Cakes and bananas**

6. Who taught Hari a lesson?
   a) Other children
   b) Sea creatures
   c) Teachers
   d) His parents

   ☞ **Answer: b) Sea creatures**

7. What did the crab do to Hari?
   a) Bit his finger
   b) Pinched him
   c) Hugged him
   d) Sang to him

   ☞ **Answer: b) Pinched him**

8. What did the lobster do to Hari?
   a) Sang
   b) Pinched him harder
   c) Gave him food
   d) Hugged him

   ☞ **Answer: b) Pinched him harder**

9. How did Hari feel after being pinched?
   a) Happy
   b) Hurt and sorry
   c) Excited
   d) Proud

   ☞ **Answer: b) Hurt and sorry**

10. What is the moral of the story?
    a) Bullying makes friends
    b) Bullying hurts and kindness is better
    c) Always tease others
    d) Never go to the sea

    ☞ **Answer: b) Bullying hurts and kindness is better**

B. Fill in the Blanks

1. The poet of *Sing a Song of People* is _______. → **Lois Lenski**

2. People in the city go up and down _______. → **escalators and elevators**

3. People are _______ and fast. → **slow**

4. The main character of *The Little Bully* is _______. → **Hari**
5. Hari liked to _______ others. → **tease and pinch**
6. The children went to a _______. → **picnic at the seaside**
7. The crab _______ Hari. → **pinched**
8. The story teaches that _______ is better than bullying. → **kindness**

C. True/False

1. The poem is about people in villages. → **False**
2. The city people move in crowds and groups. → **True**
3. Hari was a kind boy who shared food. → **False**
4. The sea creatures taught Hari a lesson. → **True**
5. Bullying is praised in the story. → **False**

D. Anagrams

1. PLOEPE → **PEOPLE**
2. TYCI → **CITY**
3. RAHI → **HARI**
4. BRCAS → **CRABS**
5. TRESLOB → **LOBSTER**
6. DENIFR → **FRIEND**
7. SDNNSIKE → **KINDNESS**

E. Sequencing

Arrange the events (The Little Bully):
A. Children went on a picnic.
B. Hari teased and pinched others.
C. Sea creatures pinched Hari.
D. Hari learnt a lesson about kindness.

👉 **Correct order: B → A → C → D**

F. Antonyms/Synonyms

1. Friend (antonym) → **Enemy**

2. Kindness (antonym) → **Cruelty**
3. Tease (synonym) → **Trouble**
4. Busy (synonym) → **Active**
5. Fast (antonym) → **Slow**

G. Theme-based Extras

- **Creative Writing (5–6 sentences):** Describe what you see in a busy city street.
- **Activity:** Write 3 reasons why bullying is bad and 3 ways to be kind.

H. Comprehension Questions

Short (2–3 sentences each, 10 Qs)

1. What is *Sing a Song of People* about?
   ☞ It is about people in a busy city doing many activities.
2. How do people travel in the city?
   ☞ They walk, ride, and go in buses or cars.
3. Where do people go up and down?
   ☞ On escalators and elevators.
4. Who is the poet of the poem?
   ☞ Lois Lenski.
5. Who is the main character in *The Little Bully*?
   ☞ Hari.
6. What did Hari like to do?
   ☞ He liked to pinch and tease others.
7. Why did other children avoid Hari?
   ☞ Because he troubled them.
8. Where did the children go on a picnic?
   ☞ To the seaside.
9. Who pinched Hari at the picnic?
   ☞ The sea creatures like crabs and lobsters.
10. What lesson did Hari learn?
    ☞ He learnt that bullying hurts and kindness is better.

Extended (5–6 sentences each, 5 Qs)

1. Describe the busy city scene from the poem.
   ☞ The poem shows people rushing in all directions. Some are walking, some riding vehicles. People go up and down elevators and escalators. The city is crowded and lively. It celebrates the variety of people.
2. Why is the poem lively and cheerful?
   ☞ Because it shows the hustle and bustle of a city. People are everywhere in groups and crowds. The movement makes it energetic. The tone is cheerful, not dull. It gives life to the city.
3. What kind of boy was Hari?
   ☞ Hari was selfish and a bully. He pinched and teased others. He did not share food. Other children disliked him. He had no real friends.
4. How did the sea creatures teach Hari a lesson?
   ☞ At the seaside, crabs and lobsters pinched him. He felt the pain others felt. He realized how bad it was to tease. He felt hurt and sorry. This experience changed him.
5. What is the moral of *The Little Bully*?
   ☞ The story teaches that bullying is bad. Hurting others makes us lonely. Kindness and friendship are better. We must respect others' feelings. The moral is: be kind, not cruel.

I. Model Question Paper (15 Marks) – Unit 8

Section A – MCQs (5 × 1 = 5)

1. Who is the poet of *Sing a Song of People*?
2. Where do people go up and down in the city?
3. Who is the main character of *The Little Bully*?
4. What did Hari like to do?
5. Who taught Hari a lesson?

Section B – Fill in the blanks (3 × 1 = 3)
6. People in the city move _______ and fast.
7. Hari was disliked because he _______ others.
8. The story teaches us that _______ is better than bullying.

Section C – True/False (2 × 0.5 = 1)
9. The poem is about nature in villages. ( )
10. The sea creatures taught Hari a lesson. ( )

Section D – Anagrams (2 × 1 = 2)
11. RAHI → _______
12. PLOEPE → _______

Section E – Sequencing (1 × 2 = 2)
13. Arrange: Hari teased, Children went picnic, Sea creatures pinched, Hari learnt lesson.

Section F – Synonyms/Antonyms (2 × 1 = 2)
14. Antonym of “kindness” → _______
15. Synonym of “tease” → _______

Total = 15 Marks

Blueprint – Unit 8

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary	Easy
True/False	2	1	Understanding	Easy
Anagrams	2	2	Vocabulary, spelling	Medium
Sequencing	1	2	Logical order	Hard
Syn/Antonyms	2	2	Vocabulary building	Medium
Total	—	15	Balanced coverage	—

Unit 9 – Malu Bhalu (Poem) & Who Will Be Ningthou (Prose)

Learning Outcomes (LOs)

By the end of this unit, learners will be able to:

- Read and appreciate the adventurous poem *Malu Bhalu*.
- Understand the values of courage, guidance, and learning.
- Comprehend the folk tale *Who Will Be Ningthou* about fairness and kindness.
- Build vocabulary related to **courage, family, leadership, and values**.
- Answer comprehension questions (short 2–3 sentences & extended 5–6 sentences).
- Apply sequencing and reasoning in events.
- Recognize synonyms and antonyms.
- Develop creative writing on **courage and leadership**.

A. Multiple Choice Questions (MCQs)

Poem – Malu Bhalu (10 Qs)

1. Who is Malu Bhalu?
   a) A polar bear cub
   b) A tiger cub
   c) A rabbit
   d) A fox

   ☞ **Answer: a) A polar bear cub**

2. Where did Malu Bhalu live?
   a) In the desert
   b) In the snow
   c) In the forest
   d) In the city

   ☞ **Answer: b) In the snow**

3. Who taught Malu Bhalu to swim?
   a) Her father
   b) Her mother
   c) A penguin
   d) A fish

   ☞ **Answer: b) Her mother**

4. What did Malu Bhalu learn to cross?
   a) River
   b) Lake
   c) Sea
   d) Hill

   ☞ **Answer: c) Sea**

5. How did Malu Bhalu feel at first about swimming?
   a) Brave
   b) Afraid
   c) Angry
   d) Happy

   ☞ **Answer: b) Afraid**

6. What did her mother encourage her to do?
   a) Sleep
   b) Be brave
   c) Eat food
   d) Run away

   ☞ **Answer: b) Be brave**

7. What happened after Malu tried?
   a) She failed
   b) She learnt to swim
   c) She got lost
   d) She cried

   ☞ **Answer: b) She learnt to swim**

8. The poem's main theme is:
   a) Laziness
   b) Bravery and learning
   c) Hunger
   d) Anger

   ☞ **Answer: b) Bravery and learning**

9. Who wrote *Malu Bhalu*?
   a) Kamla Bhasin
   b) Jonathan Swift
   c) Ruskin Bond
   d) H.E. Wilkinson

   ☞ **Answer: a) Kamla Bhasin**

10. What does Malu's story teach us?
    a) To be lazy
    b) To avoid swimming
    c) To be brave and learn new things
    d) To never listen to elders

    ☞ **Answer: c) To be brave and learn new things**

Prose – Who Will Be Ningthou (10 Qs)

1. Where does the story take place?
   a) Assam
   b) Manipur
   c) Kerala
   d) Gujarat

   ☞ **Answer: b) Manipur**

2. Who ruled the kingdom?
   a) Ningthou and Leima
   b) Munna and Bhaiya
   c) Hari and his brother
   d) The Sultan

   ☞ **Answer: a) Ningthou and Leima**

3. How many children did the king and queen have?
   a) Two sons
   b) Three daughters
   c) Four sons
   d) Five daughters

   ☞ **Answer: b) Three daughters**

4. What were the daughters taught?
   a) Fighting only
   b) To be fair and kind
   c) To be strict
   d) To be greedy

   ☞ **Answer: b) To be fair and kind**

5. What was the main concern of Ningthou and Leima?
   a) Money
   b) Power
   c) Choosing the next Ningthou
   d) Building a palace

   ☞ **Answer: c) Choosing the next Ningthou**

6. Who did the people think should be Ningthou?
   a) The eldest son
   b) The youngest daughter
   c) One of the daughters
   d) The minister

   ☞ **Answer: c) One of the daughters**

7. Why did the parents decide on their daughter as Ningthou?
   a) She was clever and kind
   b) She was beautiful only
   c) She was strict
   d) She was rich

   ☞ **Answer: a) She was clever and kind**

8. How did the people feel about the decision?
   a) Angry
   b) Happy and supportive
   c) Silent
   d) Sad

   ☞ **Answer: b) Happy and supportive**

9. What is the story's main theme?
   a) Power and greed
   b) Kindness and fairness in leadership
   c) Laziness
   d) Anger

   ☞ **Answer: b) Kindness and fairness in leadership**

10. What lesson does the story teach?
    a) Leaders must be strong only
    b) Leaders must be kind and fair
    c) Leaders must be rich
    d) Leaders must fight

    ☞ **Answer: b) Leaders must be kind and fair**

B. Fill in the Blanks

1. *Malu Bhalu* is written by _______. → **Kamla Bhasin**

2. Malu Bhalu lived in the _______. → **snow**

3. Her _______ taught her to swim. → **mother**

4. She was afraid to cross the _______. → **sea**

5. The story *Who Will Be Ningthou* is from _______. → **Manipur**
6. The king and queen were called _______ and _______. → **Ningthou, Leima**
7. They had _______ daughters. → **three**
8. The new Ningthou was chosen for being _______ and _______. → **kind, fair**

C. True/False

1. Malu Bhalu was a rabbit. → **False**
2. Malu Bhalu learnt swimming from her father. → **False**
3. Malu was afraid at first. → **True**
4. The story *Who Will Be Ningthou* is from Manipur. → **True**
5. The new Ningthou was chosen for being rich. → **False**

D. Anagrams

1. ULAM → **MALU**
2. LAHBU → **BHALU**
3. MEHROT → **MOTHER**
4. IGNHOUTN → **NINGTHOU**
5. MAEIL → **LEIMA**
6. WONS → **SNOW**
7. AES → **SEA**

E. Sequencing

Arrange the events (Malu Bhalu):
A. Malu was afraid to swim.
B. Her mother encouraged her.
C. Malu crossed the sea.
D. She learnt to be brave.
👉 **Correct order: A → B → C → D**

F. Antonyms/Synonyms

1. Brave (antonym) → **Cowardly**
2. Afraid (synonym) → **Scared**

3. Kind (antonym) → **Cruel**
4. Fair (synonym) → **Just**
5. Learn (antonym) → **Forget**

G. Theme-based Extras

- **Creative Writing (5–6 sentences):** Write about a time when you learnt something new with courage.
- **Activity:** Write 3 qualities a good leader should have.

H. Comprehension Questions

Short (2–3 sentences each, 10 Qs)

1. Who was Malu Bhalu?
   ☞ A polar bear cub who lived in the snow.
2. Who taught Malu to swim?
   ☞ Her mother taught her.
3. What was Malu afraid of?
   ☞ She was afraid to cross the sea.
4. What did Malu finally do?
   ☞ She learnt to swim and crossed the sea.
5. What is the lesson of the poem *Malu Bhalu*?
   ☞ To be brave and learn new things.
6. Where is the story *Who Will Be Ningthou* set?
   ☞ In Manipur.
7. Who were Ningthou and Leima?
   ☞ The king and queen of Manipur.
8. How many daughters did they have?
   ☞ Three daughters.
9. What qualities did the daughters learn?
   ☞ To be fair and kind.
10. Why was one daughter chosen as Ningthou?
    ☞ Because she was kind and fair.

Extended (5–6 sentences each, 5 Qs)

1. Describe Malu Bhalu's first swimming experience.

   ☞ Malu was afraid to swim. Her mother encouraged her to be brave. Slowly she entered the water. She learnt to swim with practice. Finally, she crossed the sea. She learnt courage and confidence.

2. What lesson does *Malu Bhalu* teach?

   ☞ The poem teaches bravery. Children should try new things. With guidance, fear can be overcome. Malu's courage helped her learn. The message is to be brave and not give up.

3. Who were Ningthou and Leima?

   ☞ They were the king and queen of Manipur. They ruled wisely. They had three daughters. They wanted to choose the next Ningthou. Their concern was finding a fair and kind ruler.

4. Why did the king and queen choose their daughter as Ningthou?

   ☞ She showed kindness and fairness. She cared for people and nature. She was wise beyond her age. The parents wanted a ruler with good values. So, she was chosen as the next Ningthou.

5. What lesson does *Who Will Be Ningthou* teach?

   ☞ Leadership is not about power or wealth. A good leader must be kind and just. The story shows the importance of fairness. The people accepted the decision happily. It teaches values of equality and wisdom.

I. Model Question Paper (15 Marks) – Unit 10

Section A – MCQs (5 × 1 = 5)

1. Who wrote *Malu Bhalu*?
2. Who taught Malu to swim?
3. Where is *Who Will Be Ningthou* set?
4. Who were Ningthou and Leima?
5. Why was the daughter chosen as Ningthou?

Section B – Fill in the blanks (3 × 1 = 3)

6. Malu lived in the _______.
7. The king and queen had _______ daughters.
8. The new Ningthou was chosen for being _______ and _______.

Section C – True/False (2 × 0.5 = 1)
9. Malu was never afraid of swimming. ( )
10. The new Ningthou was chosen for being fair and kind. ( )

Section D – Anagrams (2 × 1 = 2)
11. IGNHOUTN → _______
12. LAHBU → _______

Section E – Sequencing (1 × 2 = 2)
13. Arrange: Malu afraid, Mother encouraged, Malu swam, Malu learnt bravery.

Section F – Synonyms/Antonyms (2 × 1 = 2)
14. Antonym of "brave" → _______
15. Synonym of "fair" → _______

Total = 15 Marks

Blueprint – Unit 10

Type	Qs	Marks	Objectives	Difficulty
MCQs	5	5	Recall, detail	Easy–Med
Fill-ups	3	3	Vocabulary	Easy
True/False	2	1	Understanding	Easy
Anagrams	2	2	Vocabulary, spelling	Medium
Sequencing	1	2	Logical order	Hard
Syn/Antonyms	2	2	Vocabulary building	Medium
Total	—	15	Balanced coverage	—